

## H E McCRACKEN MIDDLE

250 H. E. McCracken Circle  
Bluffton, South Carolina 29902

**GRADES** 6-8 Middle School

**ENROLLMENT** 738 Students

**PRINCIPAL** Mr. Richard Hitch 843-706-8700

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	24	14	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 19 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

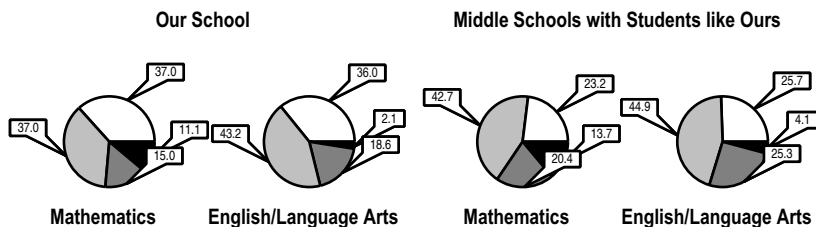
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




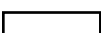
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	45	225	36
Percent satisfied with learning environment	93.0%	75.0%	77.1%
Percent satisfied with social and physical environment	95.6%	76.3%	62.9%
Percent satisfied with home-school relations	70.5%	83.5%	73.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	752	99.1	36.0	43.2	18.6	2.1	20.8	17.6
Gender								
Male	378	98.9	40.4	44.6	14.5	0.6	15.1	17.6
Female	374	99.2	31.4	41.9	23.0	3.7	26.7	17.6
Racial/Ethnic Group								
White	447	99.3	23.1	48.0	25.9	3.0	28.9	17.6
African-American	179	98.3	57.2	33.6	7.9	1.3	9.2	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	114	99.1	57.6	37.0	5.4	N/A	5.4	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	650	99.1	30.9	45.7	21.1	2.3	23.4	17.6
Disabled	102	99.0	72.0	25.6	1.2	1.2	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	752	99.1	36.1	43.0	18.7	2.2	20.9	17.6
English Proficiency								
Limited English proficient	51	100.0	86.7	13.3	N/A	N/A	N/A	17.6
Non-limited English proficient	701	99.0	32.1	45.5	20.2	2.3	22.5	17.6
Socio-Economic Status								
Subsidized meals	290	99.3	51.9	38.7	9.4	N/A	9.4	17.6
Full-pay meals	460	98.9	27.1	45.4	24.1	3.4	27.6	17.6
Mathematics								
All students	752	99.7	37.0	37.0	15.0	11.1	26.1	15.5
Gender								
Male	378	99.7	36.5	34.4	17.4	11.7	29.0	15.5
Female	374	99.7	37.5	39.4	12.6	10.5	23.1	15.5
Racial/Ethnic Group								
White	447	100.0	21.5	42.0	20.5	16.0	36.5	15.5
African-American	179	98.9	66.9	26.0	4.5	2.6	7.1	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	114	100.0	55.4	34.8	7.6	2.2	9.8	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	650	99.8	32.5	38.2	16.8	12.5	29.2	15.5
Disabled	102	99.0	68.3	28.0	2.4	1.2	3.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	752	99.7	36.7	36.9	15.2	11.2	26.4	15.5
English Proficiency								
Limited English proficient	51	100.0	73.3	22.2	2.2	2.2	4.4	15.5
Non-limited English proficient	701	99.7	34.4	37.7	16.1	11.8	27.9	15.5
Socio-Economic Status								
Subsidized meals	290	100.0	57.8	28.7	9.7	3.8	13.5	15.5
Full-pay meals	460	99.6	25.2	40.9	18.4	15.5	33.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	196	N/A	27.2	40.3	26.7	5.8	32.5
	Grade 7	212	N/A	30.1	43.5	23.9	2.4	26.3
	Grade 8	187	N/A	34.8	33.1	26.5	5.5	32.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	242	100.0	37.9	32.2	24.3	5.6	29.9
	Grade 7	246	98.8	28.7	52.2	18.7	0.5	19.1
	Grade 8	264	98.5	40.9	45.3	13.4	0.4	13.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	196	N/A	38.5	40.1	13.5	7.8	21.4
	Grade 7	212	N/A	42.6	34.4	10.5	12.4	23.0
	Grade 8	187	N/A	46.4	32.6	14.4	6.6	21.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	242	100.0	31.3	35.0	20.1	13.6	33.6
	Grade 7	246	100.0	34.6	36.5	13.7	15.2	28.9
	Grade 8	264	99.2	44.3	39.1	11.5	5.1	16.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 738)				
Students enrolled in high school credit courses (grades 7 & 8)	26.3%	Down from 34.9%	21.0%	14.4%
Retention rate	0.8%	Down from 0.9%	1.9%	2.3%
Attendance rate	96.7%	Up from 95.1%	95.5%	95.2%
Eligible for gifted and talented	14.8%	Down from 18.1%	20.3%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.1%	Up from 12.2%	12.6%	14.1%
Older than usual for grade	2.4%	Down from 2.5%	3.3%	4.9%
Suspended or expelled	2.0%	Down from 2.6%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	41.9%	Up from 34.0%	45.7%	47.1%
Continuing contract teachers	79.1%	Up from 59.6%	86.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.8%	N/A	87.0%	84.3%
Teacher attendance rate	93.9%	Down from 95.6%	95.4%	95.0%
Average teacher salary	\$42,306	Up 10.3%	\$40,734	\$39,924
Prof. development days/teacher	12.9 days	Down from 13.7 days	10.2 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	23.7 to 1	Up from 11.6 to 1	22.7 to 1	21.0 to 1
Prime instructional time	88.3%	Down from 88.7%	89.6%	88.9%
Dollars spent per pupil*	\$6,422	Up 2.5%	\$5,406	\$5,854
Percent spent on teacher salaries*	49.0%	Down from 54.8%	62.8%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 87.7%	96.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

McCracken Middle School is continuing its bold initiative to make the intellectual life of our students truly reflective of rigorous scholarship. Part of our ultimate goal is to make a difference in the learning and achievement experiences of our pupils.

We want to increase the representation of our students in the proficient and advanced areas of the PACT while decreasing the numbers still struggling in the Below Basic category. To accomplish this, we will continue to rely on and be informed by current data.

We are encouraged by our report card upgrade from Below Average to Average. Our efforts will be focused on obtaining grades of Good and Excellent in the next few years. As part of this endeavor, we are pleased with the outcomes evidenced this year:

300 service hours by 30 volunteers from our business and civic community  
23 eighth graders were identified by Duke University as Junior Scholars  
31% of our students qualified for A/B or Principal's Honor Roll  
52% of our students were involved in interscholastic athletics  
28% of our students attended after-school remediation programs  
20% of our students qualified for Gifted/Talented services  
An eighth grader won the individual Regional Level Competition of Mathcounts and scored in the top 16% statewide  
Our band leader, Anne Hardin, won the district Teacher of the Year Award  
100% participation in the Accelerated Math Program  
Successful implementation of the LEAP reading program  
2% increase in EXCELS population

Goals for the 2003-2004 school year include:

15% reduction in students needing an Academic Assistance Plan  
100% participation in PTO  
10% teacher representation on SIC  
Quarterly Open House for Parents and Community  
Implementation of Schools That Learn Practices

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.